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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JUNE 1970

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THE 4-H CENTER EXPANDS • Page 2

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

CLIFFORD M. HARDIN
Secretary of Agriculture

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Extension Service

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EXTENSION SERVICE

REVIEW

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A milestone for 4-H

The opening of the National 4-H Center in Washington in 1959 was a landmark event in 4-H work. Groundbreaking ceremonies this April, featuring an array of distinguished guests, marked the beginning of another significant period in the Center's service to the Nation's 4-H'ers.

The Center now serves 20,000 people each year; when the \$8 million expansion is completed, it will be able to accommodate 60,000. The first addition will be a 192-bedroom dormitory building, including a cafeteria to seat 600. Funds already have been raised to complete this first phase of construction. Cooperating in the fundraising are the 4-H Advisory Council of 150 business leaders, and the 50 State 4-H programs.

The drive to raise the remainder of the \$8 million goal continues. The additional funds will provide for a seminar center building with classrooms, library, chapel, and auditorium, and for remodeling the present building.

The Center's expansion project has generated enthusiastic support among business, industry, foundations, and associations—as well as among 4-H'ers themselves. They obviously recognize and respect the Center's service to youth and are committed to seeing that service expand.—MAW

by
H. A. Cate
Agricultural Communications Specialist
and
J. W. Courter
Small Fruits and Vegetables Specialist
University of Illinois
Dixon Springs Agricultural Center

'Pick-your-own' catches on

"Pick-your-own" marketing is expanding. Growers like it. Customers like it.

One Illinois grower who has 50 acres of strawberries said, "The problems of getting enough pickers and providing adequate housing for migrants convinced our family to switch to pick-your-own marketing. We love this business."

The Illinois Extension Service has been helping strawberry growers analyze customer wants and adjust their businesses accordingly.

To find out what the public wants, Extension surveyed customers on nine pick-your-own strawberry farms last year.

When asked what they like most about pick-your-own, three of every four people said, "Quality of produce." Sixty-two percent liked the price, and 14 percent enjoyed the farm outing.

Customers will travel some distance to pick strawberries. In the Illinois survey, 20 percent lived more than 50 miles away; 55 percent lived closer than 25 miles. When assured of a supply, people will drive 100 miles to pick their own strawberries.

But when they get to the farm, customers expect some conveniences. Most listed fresh water, clean restrooms, convenient parking, and few weeds. Many successful growers are providing soft drinks, sandwiches, and coffee for sale; shady rest areas; rides to and from the patch; and play areas for children. Customer comfort and convenience is important to a thriving business, because half of the cus-

tomers said they first learned of the pick-your-own from a neighbor or friend.

Word of mouth apparently exceeded the effectiveness of newspaper, radio, television, and roadside sign advertising. However, postcards, newspaper, and radio ads are of prime value for letting past customers know that berries are ready to harvest again.

Nearly half of the surveyed strawberry customers would like to pick other fruits and vegetables. Peaches, apples, cherries, raspberries, tomatoes, and beans were most frequently listed.

One Illinois grower said, "Season long pick-your-own marketing of fruit and vegetables gives continuity of business to keep customers returning."

Pick-your-own marketing poses special problems to growers. Lost containers and carriers, parking space,

traffic control, sanitary facilities, and transportation to picking areas are some of them.

Panels of successful growers at Extension-sponsored growers' meetings share their methods of solving some of these problems.

Volume measures, for example, can cause trouble. Some pickers heap carriers and boxes, over-filling the quarts. Some growers display a box properly but generously filled as a guide. One grower furnishes gallon paint buckets which he says cannot be over-filled. Some growers sell by weight, which eliminates misunderstanding.

Prices for pick-your-own strawberries on survey farms last year ranged from 20 to 42 cents a quart. Few customers commented on price. Selling by weight rather than volume was fairly well accepted by customers.

Pick-your-own marketing of strawberries and other fruits and vegetables in Illinois has a bright future, say University of Illinois horticulturists. Customers like it. And the grower who said, "We love this business," also said, "One year when we were hiring pickers, I had to take \$2,000 out of the milk check to pay the pickers. I never quite knew where I stood on expenses. Now, I always know, and if I get tired of it all, I can just quit." □

At grower meetings, some successful growers reported that showing an example of a full quart was effective in reducing overfilling of containers.



Georgia promotes quality forage

With 3 million acres in permanent pasture and nearly a million acres in temporary summer and winter grazing and silage crops, yours is definitely a forage-producing State. Yet, the farmers who grow all this forage know it as just that—just forage. They seldom know or consider the *quality* of it.

Yours is a growing livestock State—animal income already is greater than that from crops—and the potentials are almost unlimited. Whether the potentials are reached hinges on the ability of your farmers to produce quality forage.

How do you explain to farmers what quality forage is? How do you make farmers, businessmen—the entire population—aware of the importance of quality forage? How do you get across the idea that farm, county, and State income can be greatly increased through more efficient utilization of higher quality forage?

In Georgia, we did it through a program called, simply, “Big M Quality Forage Program.” “Big M,” incidentally, stands for “Big Money.”

The program started in 1966 under the leadership of J. R. Johnson, head of the Georgia Extension Service agronomy department. It ultimately included our animal science, farm management, and information departments; every county agent in the State; fertilizer and lime dealers in and out of Georgia; ministers, educators, and bankers; and just about every kind of agribusiness imaginable.

The “team approach” and the “package plan” were used in developing and carrying out the Quality For-



Even 4-H Clubs get involved in the quality forage promotion. Above, a fair exhibit puts the message across. At right, tour participants inspect the quality of forage produced on their county's demonstration farm.

age program. And the Quality Forage story got told—very successfully.

The program started at the grassroots and grew up, not vice versa. Problem statements and county plans of work developed by county agents guided content of the Quality Forage undertaking.

From the outset, there were three major objectives:

- to demonstrate that quality forage production is profitable to Georgia's agriculture and beneficial to the State's total economy;

- to motivate farmers and agribusinessmen to adopt high quality forage-producing practices;

- to provide a teaching tool for county agents to use in carrying out their local programs of work.

And the forage program wound up offering a bonus. It helped the county agent gain recognition by all people in his county as an important member of the Cooperative Extension Service staff, and as a faculty member of the University of Georgia College of Agriculture.

The Extension agronomists developed a package of teaching material for each county in the State. This material was not broad and general; instead it was “localized” to include references to the individual county. It

by
W. H. Sell
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University of Georgia



contained a set of 200 slides, posters, mailout cards, news articles, and demonstration outlines.

The Georgia Plant Food Educational Society, an active statewide organization of manufacturers and dealers of fertilizer, lime, and application equipment—provided financial—as well as moral—support of the program.

Local seedsmen, plant food dealers, bankers, and other agriculture and

industry leaders backed the undertaking locally. They sponsored such things as result demonstrations, meals for program kick-off meetings, soil test campaigns, farm tours, and other activities.

By the end of 1970, all counties in Georgia will have participated in the Quality Forage program. This means that every county agent will have taken part in training meetings at the district level. At these training sessions the Extension agronomists distribute all program materials and make plans with the county agents.

The plans include at least two “leader” meetings in each county. These are conducted by the Extension agronomists, with assistance of the local county agent and a member of the advisory committee of the State Plant Food Educational Society.

Following the countywide leader meeting, the county agent and the trained leaders then carry the program to various interest groups throughout the county.

At least one demonstration farm is selected in each county, and on this farm all practices necessary for quality forage production are carried out for all to see. Feature stories and photographs are published about the demonstration, and tours are organized to give farmers and agribusinessmen an opportunity to see the practices at the farm level.

Soil and plant tissue analysis, along with forage testing, are used to point up problems and progress. Georgia’s new Soil and Plant Analysis Laboratory, operated by the Extension Service, is most helpful in this phase of the program.

An evaluation team composed of the Extension agronomists and the advisory committee of the Plant Food Society studies the program each year. This group makes its report before new counties are selected for the next year’s program, and minor changes have refined and improved the work each year since 1966.

Results of an educational program such as Big M Quality Forage are often difficult to measure. However, several

factors indicate the value of this undertaking. For example, we can compare 1961-63 forage quality, as measured by the State forage testing program, with the 1966-67 period. (The Quality Forage program had been in action 2 years when the 1966-67 summary was issued.)

The average analysis of silage in the 1967 summary showed a total digestible nutrient (TDN) increase, dry matter basis, of 3.5 percent. This amounts to about 17,000 tons of additional TDN from the 150,000 acres of silage crop grown in the State.

What about hay quality? Forage testing showed that TDN of hay produced in the State increased by 2.2 percent—again about 17,000 tons more TDN from approximately 500,000 acres of hay crops.

Of Georgia’s 3 million acres of permanent pasture, about 2 million are classified as improved. From 1967 to 1968, however, as a result of Quality Forage, improved acreage increased by 200,000. Rye for temporary winter grazing is also on the increase—up about 100,000 acres since the emphasis program began.

Yes, Georgia farmers are becoming acquainted with *quality* forage. They no longer talk of tons of hay per acre, or how many cows they can stock per acre. Today they are discussing forage production in such terms as TDN per acre, or “net energy” of a particular forage. They are measuring efficiency of their forage production system by the pounds of beef or milk that particular forage system produces. □

Action or reaction?



by

E. Blair Adams

*Extension Horticulturist and Forester
University of Wyoming*

Ever find yourself running in circles? Caught up in a whirl of demands from every direction? So busy stamping out "brush fire" requests for service that you can't blow out, or even locate, the match that is starting the fires?

I was engulfed in this type of reaction program. I frantically traveled back and forth across the State treating "brush fire" problems. I was frustrated because I realized I was treating the disease symptoms but doing little to cure the disease.

In 1968 I decided there must be a way to get at the problems before they caused the trouble.

I decided what I lacked most was facts. What were the educational needs of Wyoming residents in my fields—horticulture and forestry? Which audiences had what needs? What kinds of educational programs would satisfy these needs? What local resources were available to help?

A check of statistical records for the past 9 years revealed a 400 percent increase in agent time devoted to horticulture. Armed with this fact and a rough outline of a proposed study, its purposes and goals, I secured administrative approval for a survey to probe for answers to my questions.

The first step was to schedule a



Planning the home landscape is a family affair. Above, mother and daughter use the landscaping kit to make a scale drawing of their ideas. At top, 300 homeowners throughout Wyoming learn the basics of landscape planning simultaneously through a combination of telephone for two-way voice communication and VERB for one-way visual communication.

horticultural program planning day in all 23 counties.

A letter to each county agent confirmed the date, suggested a format for a planning conference, and asked the agent to collect certain data on the county.

Those attending the conference were to represent a cross-section of local people with varied backgrounds and interests.

The county data, to be assembled from available county records, were to cover such information as urban and rural populations and numbers of family dwellings, orchards, home

gardens, ranch units, windbreaks, commercial garden supply dealers, and sawmills. The agent was to provide a list of horticultural and forestry problem areas in which he had received requests for assistance in the past.

In February 1969 Albany County had the first program planning conference. Typical of those that followed, it began with a morning conference of the county agent and home economist, representatives from two garden clubs, a homemaker, a soil conservationist, a forester, a lumberman, and ranchers.

This group identified 45 informational needs in 11 different problem

areas. They also generated some useful ideas for teaching techniques and methods of disseminating information to specific audiences.

To record the information, coding sheets had been prepared. At the top of each sheet were blanks for indicating numerical codes (for computer tabulating later) for the county, the major problem area (i.e., yard care), the specific problems (shrub pruning, lawn fertilizing), the audience type and size, and a priority (high, medium, low) for each problem.

During an afternoon meeting with the Extension agents, we sorted the suggestions into program areas. We identified target audiences for each problem and discussed ways of constructing learning opportunities.

The format and results of the initial meeting were reported to other counties as a possible model for their meetings. Mention of Albany County's problems was omitted since this might have biased findings in other counties.

By May 13, 22 counties had held conferences. (One county had to cancel.) Fourteen counties followed the pattern established by Albany County.

Three counties used public information meetings or seminars for identifying problems. Two counties, prior to my meeting with them, obtained the information from their established advisory committees. Three counties relied upon records of past calls for assistance.

Computer tabulating revealed 201 horticultural and forestry problems in 16 major problem areas. The print-out also showed distinct areas of major and minor concern.

Of the 201 problems, 87 had been mentioned in two or more counties; 23 had been voiced in five or more counties; and one problem (how to prune trees) showed up in 13 of the 22 counties. The problems that showed up in several counties had also been given high priority ratings, indicating pressing needs.

The highest priority problems were not always those we had predicted would rank high. For example, five

advisory committees expressed a need for a program to tell homeowners how to get specific information from their university.

Eleven counties identified slug control as a major informational need. This was given the highest priority even though slugs are of no economic importance in Wyoming!

Ten counties identified a need for soil management information produced for and directed to homeowners.

The 23 problems identified in five or more counties assumed high priority status in our statewide planning. Guided by frequency of identification and the "low," "medium," and "high," priorities given them by the counties, I listed the specific problems in descending order of concern, along with the target audiences. This was the brick and mortar we needed to begin constructing an action program in horticulture.

The county conferences revealed many possible teaching techniques. Some were traditional—meetings, bulletins, demonstrations, field trips, etc. Others had innovative aspects:

- distribution of horticultural information through newcomer greeting services and realtors,

- teaching displays placed in commercial businesses dealing with products related to a specific problem,

- programed learning bulletins for self-instruction.

- structured teaching via newspapers and television,

- short courses offered through junior colleges,

- canned demonstrations on 35 mm. slides with script or on 16 mm. movie film for use by any interested group.

These and many other suggestions inspired State and county programs of action with clearly defined goals. Programs already completed or well underway include:

- distribution of home gardening information to new homeowners through realtors,

- development of a kind of programed instruction bulletin, "Home Landscaping Kit," (Intermountain Regional Publication No. 4),

- presentation of a short course in landscaping and another in home grounds maintenance. Both depend upon a telephone network, Victor electrowriter remote blackboard system, and 35 mm. slide series for simultaneous presentations in several counties,

- use of commercial television for taped and live programs on gardening,

- development of canned 35 mm. lectures on landscaping, tree pruning, organic gardening, and other horticultural subjects for use by organizations in the State,

- release to seven interested newspapers of a series of 21 feature articles on trees, each accompanied by a glossy photograph,

- distribution of one "free sample" tree to every farm and ranch unit in one county for do-it-yourself demonstrations.

Planned, but not yet completed, are:

- several 16 mm. training films,

- additional 35 mm. slide series,

- A programed learning bulletin on soil management practices for homeowners,

- traveling educational displays to be rotated among counties,

- instructor's manuals for county agents and local resource people to use for short courses or programs on horticultural problems.

The study hasn't answered all the questions, but it has given a sound foundation upon which to begin building need-directed programs. It has not reduced the work load, but rather has so clearly delineated the job that the obvious work is greatly expanded.

It has, however, removed much of the frustration by locating the matches that set the fires. We are attacking the problems with specific groups or audiences. We are anticipating the problems rather than waiting for them to appear.

We know we haven't located the problems for all time to come. There is need for constant updating. But the demands now lead us somewhere. We're in an action program rather than a reaction program. □

by
Don Nelson
Associate Extension Editor
Iowa State University

When a farm shopping innovation approaches—

Merchants seek Extension's help

Considerable excitement was aroused in Iowa's rural areas when a large company recently announced plans to build several "one-stop agribusiness centers" across the western part of the State. The mall-type shopping complexes would furnish all the needs of farms within 25 miles of the shopping centers.

The announcement caused ripples of concern to run up and down Main Streets. Merchants asked: Will the centers hurt or help? How much? What does it mean? They got information from the developer. But many still felt uneasy.

They wanted unbiased information on what impact these (possibly) \$20 million sales complexes would have on Main Streets both near the centers and far from them. (The entrepreneurs say they'll build 11 such centers in Iowa soon; eventually there will be 80 across the Midwest.)

One "target" town thought first of Extension. Extension economists agreed to help the community understand the advantages and disadvantages of such a center. Economists Eber Eldridge, Phil Baumel, Dick Maxon, and Marvin Julius made it clear that they would speak neither in favor of, nor against, the shopping centers—that the community would have to decide for itself whether the innovation would be encouraged or discouraged.

Eventually, businessmen in several affected communities and groups from various retailing sectors asked for and received such decisionmaking information.

A typical meeting was one in northwest Iowa (one center is slated for LeMars, 25 miles from Sioux City).

Baumel, whose specialty is business management, pointed out that retail sales are being made by a smaller and smaller number of establishments. A "one-stop center," he explained, meant that vendors of competing products would probably actually help one another, so long as business stayed in the center. The centers would be oriented towards larger, profit-con-

scious farmers—offering specialized information and assistance (nutritionist, agronomist, community meeting room, and so on).

If the centers were to achieve their \$20 million goals, they would likely need to capture business equal to existing total sales of the entire center towns and more besides. (Most center-designated towns are county seats of from 5,000 to 10,000 population.)

"Where will the sales come from?" was the next question. Eldridge, community resource development specialist, said there were five possible sources: expand the "export" base, rob business from small towns in the area, increase spending per capita, capture business from merchants on Main Street, increase the trade territory. In practice, the centers would probably resort to all five tactics to attempt to reach their goals, he said.

Baumel then came back to outline alternatives, ranging from "doing nothing" to developing a competing center across the road.



At one location, after hearing the impartial discussion, businessmen decided to hang out the "welcome" sign. At another, the local development group had already embraced the project, but had second thoughts after the meeting. At still another, the eventual decision was: "We're not sure we want it."

A hardware dealer in one town—with a comfortable business and only a few years from retirement—said

after a discussion: "For my part, I hate to see it. But for the sake of the town, I'll go along."

Thus, the individual and group reaction ran the gamut. Which is probably as it should be, if education discloses the facts, then points out alternatives of different decisions.

There were other byproducts of the question-answer gatherings. One was information exchange among the affected principals. At one meeting, a farmer piped up: "You (retailers) are seeing technological advance. We (farmers) have been wrestling with technology for 50 years. Now you must face it, too."

Ongoing educational programs in business management and resource development still pressed for attention, however, the economists realized. This sudden surge of "new business" wasn't allocated any new resources.

It was here that the area and county organization of Extension could be brought into play.

Farm Management Specialist Jim Hughes and Resource Development Specialist Clarence Rice in the Fort Dodge Area followed a meeting conducted by Baumel in one county with two multicounty meetings of their own. These meetings were strictly for people in the grain business (the centers are to include a large grain handling and storage facility).

Baumel provided Rice and Hughes with a framework for developing local data. The area men plugged in the pertinent figures and interpreted them for the audience. Two other area specialists, Clarence Babcock (crops) and Michael Fowler (livestock), also briefed the elevator operators.

Over in the southeastern corner of

the State, retailers in a county seat town also were interested, even though no farm centers were announced for that area. Henry County Extension Director Richard Thuma arranged a meeting with the local chamber of commerce. Baumel helped Thuma develop data for the "awareness" meeting.

Thuma's program was enthusiastically received by the merchants. "I wouldn't say they were all new to Extension education. But 90 percent of them were," Thuma said of his "students." Now that this topic had revealed that Extension had something to offer to businessmen as well as to "traditional" clientele, the Main Streeters wanted more.

But just as others discovered, Thuma had his ongoing programs to think about, with no new resources for this one. He'll continue to do the best he can to serve retailers.

Education on retailing is nothing really new for Iowa Extension. Economists have held meetings for several years, talking about impending retailing changes in the State. Attendance was spotty; interest so-so. Why did the program suddenly "catch fire"?

Eldridge says it was simply that the "teachable moment" arrived with the farm shopping center concept. Extension was there—ready—with unbiased information and a logical framework for improved decision-making.

Baumel thinks the information neither caused hopes to soar nor fears to vanish. It simply urged a sober, objective look—individually and collectively—at retailing trends in a fast-changing environment. □

At left, Phil Baumel (right), Iowa State University Extension business management specialist, consults with Henry County Extension Director Richard Thuma about retailing trends in southeast Iowa. With the aid of an overhead projector, Extension economist Eber Eldridge, above, makes a point about retailing changes in Iowa.



Extensive use of radio tapes and news stories, personal contact with youth and adult leaders, and publication of brochures are some of the methods used to attract youth to Oklahoma's 4-H wildlife conservation program.

Other methods include strong emphasis on hunter safety, cleaning up the land and water, and development of new projects in archery, camping, hiking, and nature study.

According to Dr. R. W. "Bill" Altman of Oklahoma State University, Oklahoma has a topnotch wildlife conservation program, mainly because Oklahomans are devoted to the land.

Altman is OSU's Extension wildlife specialist. He has 13 years' experience in helping develop 4-H programs in wildlife, hunting and fishing, forestry, and soil and water conservation.

Nearly 30,000 of the State's 63,000 4-H'ers are enrolled in those projects. He thinks the enrollment will double or triple, especially since more and more youngsters are interested in fighting pollution.

"The first step in beefing up a 4-H wildlife conservation program in any State would be to develop materials that the local 4-H leaders can use," Altman said. "We've used materials from other States for a number of years and have been grateful to receive information from industry.

"Also, if you can get your local people interested in wildlife conservation and if you can get your county Extension directors interested, you can have a real fine program. Of course, a number of Federal agencies are involved in the environment and outdoor programs now and they also provide a lot of help."

The adult leader is the most vital cog in developing or building up a program, especially if he knows how to get information.

"If he is like most of us, he doesn't have time to develop a particular aid or brochure on a particular subject," Altman said. "It's a real challenge to find the information that's 'available or tell him where he can find it.'"

Drawing on city and nonfarm youngsters also is necessary if a 4-H program such as wildlife conservation is to prosper, he noted.

"We used to think farm kids were the only ones interested in wildlife conservation. But now we have just about as many, probably more, city kids enrolled. There are a lot of city youngsters setting up habitat improvement areas on land not necessarily owned by them who are taking on a wildlife project near town. They may not live on the land any more but they do have permission to set up 1- or 2-acre habitat improvement plots."

Girls should also be encouraged to participate.

"Surprisingly, quite a few girls are in the program," he said. "Probably about one-fourth of them are enrolled in the hunting-fishing angle of it. Some of them are real avid outdoorsmen. I suppose if exhibits at the State Fair are any criteria, some of the girls are more meticulous in putting together an exhibit than the boys."

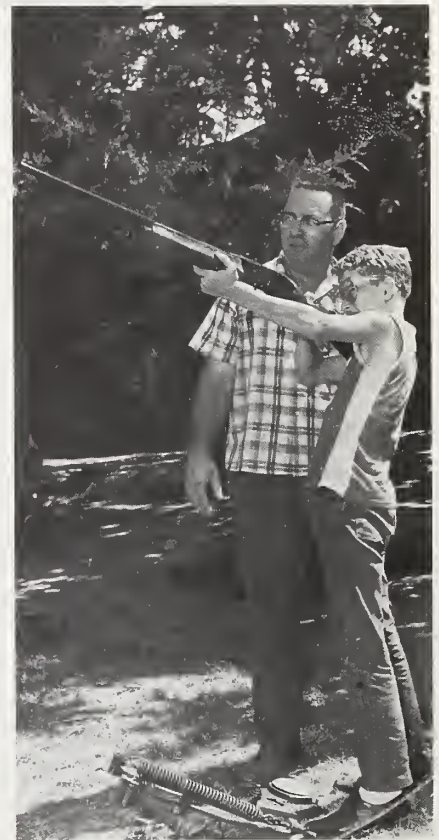
One of the program's big hits is the Oklahoma 4-H Conservation Camp. It is held each summer in a different section of the State and is open to boys from throughout the State.

"It gives the boys a chance to look forward to something special," Alt-

man said of the 3-day camp. "Although it's primarily oriented towards wildlife, we discuss all other natural resources. The programs are conducted by Extension specialists and others in the various resource areas.

"The youngsters get some field work at this camp as well as recreation. We try to have it oriented toward particular wildlife problems of the area where we hold the camp. And the boys are given the opportunity to learn about all sorts of fishes and wildlife and outdoor safety."

The camp attracts between 100 and 150 boys, plus several adult leaders. A



Above, Dr. Altman supervises clay target shooting after a session on hunter safety at annual Oklahoma 4-H Conservation Camp. At right, he demonstrates the principle of the fish trap used by the Oklahoma Fishery Department in its growth and population studies on fish in the State's streams and lakes.

4-H'ers learn wildlife conservation

by
Craig Chappell
Assistant Extension Editor
Oklahoma State University

major manufacturer of ammunition sponsors the camp.

Altman is pleased with the contributions made by the State 4-H staff in supporting the wildlife conservation program.

"I think we are extremely fortunate that our 4-H staff is particularly interested in the out-of-doors. Some of them are avid hunters and fishermen and they certainly spread the word about the wildlife conservation program at the meetings they attend around the State. In fact, we have a new hunter safety program that has been developed through the State 4-H office and just now is getting off the ground. It will create a lot of interest in this whole field of wildlife and the out-of-doors."

The new program teaches youngsters how to act as hunters and to observe the rights of landowners and other hunters, as well as how to handle weapons.

Another new wrinkle in the overall

program is preparation of animal specimens for study and museum use. The museum at Oklahoma State University is sponsoring short courses on how to exhibit and preserve mammals and reptiles. Altman predicts this program will increase enrollment in the 4-H wildlife conservation program.

The university also offers a variety of short courses related to wildlife conservation. One course — general conservation—has proved highly successful with dozens of high school youngsters throughout the State.

"I understand from talking with teachers that nearly all youngsters are interested in some phase of conservation or the out-of-doors," Altman said. "The teachers tell us these conservation short courses that we've set up around the schools have created a lot more interest than any other subject. Maybe they just like to get out of the classroom and get out-of-doors and observe nature."

Another valuable tool used by the

OSU Extension Service and various schools and departments within the university is career recruitment.

"There's a need at this stage of the game for more people in the field of wildlife," Altman said. "We have career days at our local high schools where we discuss the outstanding wildlife conservation curriculum on our campus. We also tell them about the fisheries unit and a cooperative wildlife research unit, in addition to an outstanding forestry department and the wildlife department in the school of zoology."

Altman says the overall success of the 4-H wildlife conservation program hinges on team effort.

"I wish I could say it was all due to real good management on my part but I think a lot of it is just natural interest and a terrific amount of help from our local county Extension staffs, our State 4-H staff, and from people interested in the field of wildlife and the out-of-doors. It's been a team effort all the way. We just couldn't do it without the help of a lot of the specialists in this field and related fields and from related governmental agencies, industry, private organizations, and other universities."

He says the future of the land, fish, and animals is tied to how well the youth of Oklahoma will treat the resources they will inherit from their elders.

"I think youth have a tremendous stake in the future of wildlife. They are taking an interest now in the environment and in pesticides and this sort of thing. So, I think we'll see a lot more youngsters line up on the side of wildlife and conservation in order to preserve it for their youngsters." □



This is the second in a series of articles about Extension's responsibilities for educating the public about wildlife. Next month—California's approach to animal damage control.

Young wives get meal tips

by
Patricia G. Koons
Assistant Extension Editor
Kansas State University

Today's market is geared primarily to the young adult and teenager. The majority of this year's brides will be teenagers, most of whom have known both prosperity and parental permissiveness. They need help in evaluating available information so they can become better consumers. The food market itself is confusing. Despite the abundance of food and consumer purchasing power, serious inadequacies exist in diets and food patterns.

With consideration for these facts from the Extension home economics "Focus" report and those of the Kansas situation, Miss Elsie Lee Miller, Extension foods and nutrition specialist, Kansas State University, has developed short courses especially for young homemakers under 30 years of age.

"Interesting Meals for the Young Family" includes suggestions for quick and easy meals as well as some "frills" for special occasions. Miss Miller conducts the series of two morning, afternoon, or evening sessions for the brides and young homemakers depending on the time the local county Extension home economist sets.

Most of the groups of 30 to 50 women have met from 5:30 to 8 p.m. or in a later evening session, because many who enroll work outside the home during the day. Preschoolers can stay with "Dad" while "Mom" goes to class during the evening.

Each participant pays a small enrollment fee to cover cost of the educational packet she receives, supplies for the demonstrations, and rental of room and facilities for the sessions.

During the first session Miss Miller presents "Hospitality for Our Friends," since many young families find infor-



Electric company home economists often cooperate with Extension in the short courses. Above, a home economist for the Kansas Power and Light Company helps Miss Miller put the finishing touches on the "tasting table" for one of the young homemaker sessions.

mal entertaining at home easier and less expensive than "going out on the town."

Snacks and simple refreshments are the keys to the session. The specialist gives consumer buying tips as she demonstrates food preparation hints. For example, many of the enrollees haven't prepared toasted coconut strips.

So as Miss Miller prepares the strips, she explains that they are less expensive than salted nuts or other salted finger snacks homemakers could

Below, Miss Miller shows the young homemakers how to make a "planned-over" dish that their families will enjoy. The overhead mirror gives her audience a good look at what she is doing.



serve. Then she gives tips on how to buy coconut at the supermarket.

After demonstrating the preparation of miniature cream puffs, ribbon and checkerboard sandwiches, toasted coconut strips, finger fruit plate, and other refreshments, she sets up a serving table. She gives them numerous hospitality hints and the young women ask even more questions on service and preparation.

"Meals With Meaning," is the topic for the second session. This demonstration and discussion session helps

the homemakers know how to cook budget meals that will be tasty and satisfying for their families.

After sharing a basic quick bread mix, Mrs. Miller uses part of the mix to prepare dough for meat pinwheels. This main dish is one way to use Sunday roast on Monday. She emphasizes the importance of planning meals for several days or a week so the homemakers can serve tasty planned-overs rather than common "left-overs."

Planned-overs, as well as convenience foods, can help the busy

homemaker who works outside the home or has preschoolers who require lots of attention.

Instant mashed potatoes, prepared correctly, might be one convenience food that's economical and quick. And Miss Miller gives tips on using cream soups in sauces, gravies, and casseroles to add nutritional value and flavor.

As she sets up a buffet table featuring foods prepared in her demonstration, she emphasizes planning meals around the basic four food groups. She also talks with the homemakers about serving foods attractively. Children might have healthier appetites, she says, if colorful foods are served in attractive dishes or with special garnishes.

After being briefed on "etiquette at the serving table," the women serve themselves at the "tasting tables" at the close of each session.

Miss Miller says the evaluations the women prepared at the conclusion of the short courses will help her in planning future sessions just for the "under 30" homemakers □

Civic clubs help 4-H reach more youth

by
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Twelve-year-old Rosa ran for cover along with her playmates when the palefaces first rode into this Yaqui Indian village near Tucson, Arizona.

A month later, she flashed a confident smile and conquered them all.

Rosa is just one of many children who found new meaning in life as the result of a special Arizona 4-H program. The twinkle in her dark eyes tells what can be done for young people when the Cooperative Extension Service teams up with a leading civic club.

Two winners in the Yaqui Indian 4-H poultry program, right, display their trophies. Below, Kiwanian Edgar L. Foedish, Sr., and Dr. Franklin D. Rollins, Extension poultry specialist, show two Indian children how to handle a chicken.



This story began when Phillip M. "Phil" Lewis, Extension 4-H agent in Pima County; Dr. Frank Rollins, University of Arizona Extension poultry specialist; and Edgar L. Foedish, Sr., of Tucson's Conquistador Kiwanis Club, checked around for ways to help young people with money raised in the club's Christmas candy sale.

In the youth of the isolated and much-ignored Yaqui, they found their target.

An informal survey revealed a strong interest in poultry, but none

of the youngsters had any poultry. Rollins quickly solved this by arranging for the university's Agricultural Experiment Station Poultry Farm to donate 110 White Mountain Giant chicks, remnants of an agricultural experiment.

The Kiwanians furnished the feed; wire, and other needed materials, and boys and girls of white 4-H clubs in Tucson provided guidance on raising chicks.

Eleven Yaqui boys and girls received the chicks—10 for each.

Once a week, the white 4-H's returned to the village to advise the Yaqui kids on such technical aspects of chick raising as feeding, watering, housing, and medication.

There were times when the Yaqui children needed unscheduled moral support, and this was provided by the white 4-H's, Lewis, Rollins, Foedish, and Dr. Herbert J. Langer, UA professor of economics and president of the sponsoring club.

One of the roosters grown by Frank Valenzuela, 11, turned out to be a hen and won a temporary reprieve from the roasting oven by producing an egg a day for a month.

A varmint of unknown origin sucked all the blood out of the chickens of another youth—and there were other troubles.

But, mostly, the experience was happy and creative, agreed 4-H ribbon winners Helena Silva, Elida Suarez, Robert Moriegece, Jr., Adelina Flores, Lydia Romero, Carmen Mouteil, Esther Molina, Rosa Baumez, Terry Romero, and Betty Garcia.

In gratitude, each Indian child picked the best of his 10 roasters, killed and dressed it for judging competition. The dressed roasters were to have been given to each youth's individual Kiwanian sponsor, but the Kiwanians gave the chickens back to the children to encourage further efforts.

Then came the big day at a Tucson restaurant, when Rollins and Lewis judged the 8- to 12-pound roasters and awarded trophies and ribbons to the winners.

Rollins used the occasion to get in a plug for the UA College of Agriculture, pointing out that it had taken just 5 months to raise the chicks to roaster size. This once took up to 12 months, and the quickened pace, he said, was the result of research.

More important, said Rollins, is the educational value to the children.

"This type of project keeps children busy and teaches them about living things. It helps them develop character that stands them in good stead all the years of their lives. It reminds

all of us that agriculture is our first line of defense," said Rollins.

Yaqui 4-H leaders Calvin Estrella and Anselmo Valencia foresee long-range economic gains from the chicken project.

"We are in need of a boost for our poor village. Our people need more ways of making a living, and we believe this poultry project may be the beginning of a profit-making industry for the entire village," said Estrella.

Lewis says the 4-H's now are branching out from their original poultry project and are beginning to organize 4-H clubs in areas of home economics and rabbits.

He observes that this project is one example of how money and leadership resources can be tapped throughout the Nation to set up 4-H clubs. Many civic groups such as Kiwanians, Optimists, Lions, Rotarians, and Junior Chambers of Commerce are willing to pitch in when they know what to do.

Most of these groups have commitments on civic affairs, agriculture, and youth. In this particular case, the Kiwanians got into 4-H through their agriculture committee headed by Foedish.

Another Tucson civic group, the Optimist Club, now is getting into 4-H work with junior high school students. Lewis is assisting.

Lewis gave these bits of advice for using the money and leadership of civic groups for 4-H:

—Learn the names of members of committees which may be interested

in 4-H. Do they have fundraising drives such as Christmas candy sales? Is the money earmarked for specific purposes? For youth? For community improvement?

—Be sure these civic leaders know exactly what to do and how to do it in starting 4-H work. Give direct assistance when needed.

—See to it that civic clubs helping young people get credit for it through publicity, etc.

—Don't expect a civic club to follow through in supporting a given 4-H club permanently. These groups usually are interested in short-term goals, and permanent leaders are needed to keep 4-H clubs going.

—Survey the neighborhood to be served. Determine the exact wants and needs of the people there. Remember that when serving underprivileged people it is not always practical to apply the usual 4-H standards. Instead, it may be necessary to establish new standards for that particular situation.

—When civic clubs do get into 4-H, give them full support, including all the resources of your land-grant university.

—Try to get civic leaders who are sincerely interested in youth. In this case, Edgar L. Foedish, Sr., a ladies garment executive by profession, was the key man. Any observer could "feel" his love of children, regardless of race, creed, or color. And he claims to have had more fun than anybody—after receiving his honorary degree in "Chicken Plucking." □

The responsibility we have

Administrator Edwin L. Kirby, at a recent meeting of the USDA Extension staff and regional meetings of State Directors, enunciated his views on program development. These views emphasized what he described as "program balance." Generally, these views are applicable at all levels of Extension even though specific objectives may vary to fit the unique opportunities of the county, area, or State.

Mr. Kirby said: "One policy is crystal clear to me. As an educational institution and as public employees paid from taxpayers' money, we have an obligation to serve all segments of society within the framework of our responsibilities, and all segments of society must be represented in determining what is the appropriate balance in our educational assistance."

This policy contains two key phrases. The first is ". . . the obligation to serve all segments of society. . . ." The two major forces that must be reckoned with to maintain program balance are the *need for assistance* vs. the *demand for assistance*. An analysis of this dichotomy reveals an adverse correlation between the two. Those who need assistance most—the socio-economically disadvantaged for whatever reason—are the least demanding of service. Those who need it least—the well-educated, the socio-economically secure—are the most demanding.

In suggesting a procedure to come to grips with the dichotomy, Mr. Kirby pointed back to the successful county agent in the early days of Extension. He was a man who could, "Help people to know what there is to want and cause people to want what he had to offer." This was and still is the essence of a successful Extension educational program.

Achieving the goals implied in the description of the successful agent brings into play the second key phrase, ". . . and all segments of society must be represented in determining what is the appropriate balance in our educational assistance."

Mr. Kirby went on to point out that the degree to which we involve representative people in the program development process will help to determine the nature of balance in our programs. Effective participation in program development is, within itself, a learning experience

and results in changes in values, basic beliefs, attitudes, and living patterns of people—clientele and staff.

With limited resources and staff, Extension must of necessity limit the scope of program assistance. To achieve program balance, we may need to limit program efforts within program categories rather than limiting service to people of certain socio-economic levels or levels of educational attainment. We certainly cannot base limitations on national origin, creed, or color of the clientele.

Mr. Kirby listed three objectives of the program development process that will help bring about program balance. They are:

- Analyze conditions and identify problems, inhibitions, and social and economic barriers which tend to limit participation of people.

- Identify the abilities that need to be improved or developed, attitudes that need to be changed, methodology that needs to be employed to increase participation of people from different cultural, educational, racial, and socio-economic groups.

- Identify and understand the meaning of prejudices of people in the various subcultures in the American society, and the need to involve them in program development.

Mr. Kirby continued: "No Cooperative Extension program can be vital and definitive if the base from which it operates is poorly developed and held in question by those for whom the program should serve. There is much evidence which reflects the urgency for program participation as well as programs which are relevant to problems and needs of the disadvantaged, alienated, racial and ethnic group members as they themselves perceive them.

"To approach this problem facing Extension through the educational program development process is a positive approach and is relevant. It is relevant because it is based on the assumption that it is better to prevent social and economic problems than to simply alleviate them. It recognizes the fact that what one clientele group enjoys cannot be separated from what another clientele group suffers. It also recognizes the fact that it is *through education not coercion*, that enduring change is achieved."—WJW